
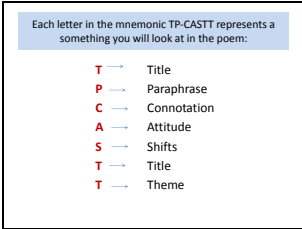
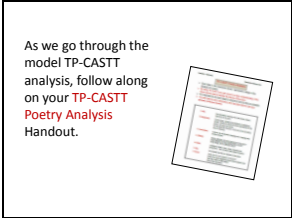
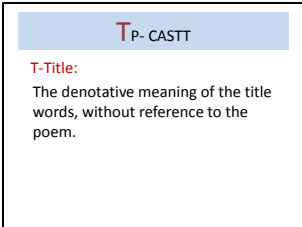
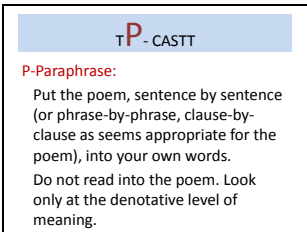


TP- CASTT Analysis Presentation Notes

Slide	Notes
<p>1.</p> 	<p>In this presentation, TP-CASTT is modeled using a poem called “Money Talks”</p> <p>In the PowerPoint, there is an overview of TP-CASST given first. (HANDOUT AVAILABLE TO SUPPLEMENT ppt)</p> <p>Next the poem is shown (HANDOUT AVAILABLE TO SUPPLEMENT ppt)</p> <p>Then each stage of the analysis of the poem is shown.</p> <p>For some slides, in the notes section, there is information which helps to uncover the thinking behind the analysis given.</p> <p>Also in the notes section for some slides, there are a list of Success Criteria/ Look Fors to help guide students when they are doing the assigned analysis. (see also, HANDOUT of Success Criteria)</p>
<p>2.</p> 	<p>TP-CASTT is a mnemonic. This slide outlines what each letter stands for. Provide students with “Handout 1 – TP CASTT”</p>
<p>3.</p> 	<p>Each student should have a copy of the handout to follow along through the presentation.</p>
<p>4.</p> 	<p>First go through each letter to give an overview of what it stands for and the focus of the stage in the analysis.</p>
<p>5.</p> 	

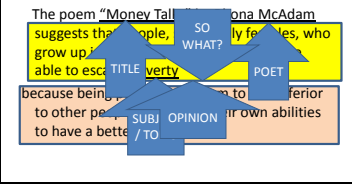
<p>6.</p> <div data-bbox="97 136 406 367"> <p>TP- CASTT</p> <p>C-Connotation: looking for use of figurative language. This can include, but is not limited to:</p> <table border="0"> <tr> <td>Comparisons</td> <td>Sound devices</td> </tr> <tr> <td>• Symbolism</td> <td>• End rhymes and internal rhymes</td> </tr> <tr> <td>• Imagery</td> <td>• Rhythm</td> </tr> <tr> <td>• Metaphors</td> <td>• Alliteration</td> </tr> <tr> <td>• Similes</td> <td>• Assonance</td> </tr> <tr> <td>• Hyperbole</td> <td>• Consonance</td> </tr> <tr> <td>• Understatement</td> <td></td> </tr> <tr> <td>• Personification</td> <td></td> </tr> <tr> <td>• Allusions</td> <td></td> </tr> </table> </div>	Comparisons	Sound devices	• Symbolism	• End rhymes and internal rhymes	• Imagery	• Rhythm	• Metaphors	• Alliteration	• Similes	• Assonance	• Hyperbole	• Consonance	• Understatement		• Personification		• Allusions		<p>This is not an complete list. Students may wish to have a copy of a glossary of terms or a dictionary to look up any of these words they do not know.</p>
Comparisons	Sound devices																		
• Symbolism	• End rhymes and internal rhymes																		
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• Similes	• Assonance																		
• Hyperbole	• Consonance																		
• Understatement																			
• Personification																			
• Allusions																			
<p>7.</p> <div data-bbox="97 514 406 745"> <p>TP- CASTT</p> <p>A-Attitude: Whose attitudes are being expressed in the poem? What attitudes do these perspectives convey? What things are the attitudes about?</p> </div>	<p>Perspective here refers to <i>How the reader's attention is directed and controlled by the voice that's telling the story</i> It incorporates Point of View:</p> <ul style="list-style-type: none"> ° First person – participant, observer, reporter ° Second person – placing the reader in the main character's position ° Third – omniscient, limited omniscient (i.e. fly on the wall), reporter <p>Some additional questions that could be considered in relation to attitude are:</p> <ul style="list-style-type: none"> -How reliable is this perspective? -How long ago did the events occur in relation to the telling of them? -Does the narrator/ perspective or attitude change over the course of the poem? -How distanced does the reader feel from the perspectives/ attitudes presented. -What is the tone - speaker's attitude- toward what is being described ? 																		
<p>8.</p> <div data-bbox="97 1176 406 1396"> <p>TP- CASTT</p> <p>S-Shifts: Looking for shifts in tone, action, structure and perspective. How do these shifts affect the poem?</p> </div>	<p>Shifts are often indicated by visual, auditory, plot structure and perspective changes which occur in a poem. The shifts might be distinct and clear or they may be subtle. The shifts are often symbolic and help to support the meaning being created in the poem.</p>																		
<p>9.</p> <div data-bbox="97 1459 406 1680"> <p>TP- CASTT</p> <p>T-Title: Re-evaluate the title as it pertains to the poem.</p> </div>	<p>On the second examination of the title, the words are considered altogether and in relation to the text of the poem.</p>																		
<p>10.</p>	<p>(Guideline)Theme statement consists of : writer's name, title of poem, subject(s)/ topic(s), an opinion (what the poem suggests about the subject(s) topic(s), and a "so what" (suggestion about why this is important).</p>																		

<p>TP- CASTT</p> <p>T-Theme: What are the main subjects in the poem? What is the poet suggesting about these subjects (and how they relate to each other)? Why is this important?</p>		
<p>11.</p> <p>Poem for the sample analysis:</p> <p>MONEY TALKS Rhona McAdam Roses: Crossing the Country Thresholds, 1980.</p> <p>It whispers outside her window at night, as she lingers between dreams that promise the future in another part of town, away from this world of broken locks and basement rooms.</p> <p>It chatters in her ear beneath the eaves of the mall, when she wanders the halls, her hands empty in her pockets or surfacing to take the whispering warmth of objects she'll never own.</p> <p>It rattles like her belly and grows loud when she has to go to the bathroom, so that she can hear what it's saying about her.</p> <p>It yells orders at her and is never satisfied. It wants, and she must not make the mistake of making it mad. It's always right, and of course, just like her, it has to wait until today when she can hear her own humming like this.</p> <p>It rattles in the walls of landlords and teachers and grocery store clerks. It rattles through her ears and bones but she still has trouble in life and it's been there since she was born.</p> <p>http://www.rhona-mcaden.co.uk/poetry/moneytalks (download)</p>		<p>Provide students with Handout of “Money Talks” by Rhona McAdam.</p> <p><u>Option 1:</u> Have students read through the whole poem at least two times before proceeding to the next slide.</p> <p><u>Option 2:</u> Do not have students read the poem; let them read the poem as the TP-CASTT analysis unfolds</p>
<p>12.</p> <p>T-title: The denotative meaning of the title words, without reference to the poem.</p> <p>MONEY</p> <ul style="list-style-type: none"> gold, silver, or other metal in pieces of convenient form stamped by government and issued as a medium of exchange and measure of value. coins and banknotes the assets, property, and resources owned by someone or something: wealth financial gain payment for work; wages a wealthy person or group <p>TALKS</p> <ul style="list-style-type: none"> to speak in order to give information or express ideas or feelings; to communicate by spoken words to negotiate to reveal secret or confidential information to gossip informal addresses or lectures 		<p>Look Fors: In this stage, it is important to:</p> <ul style="list-style-type: none"> ✓ consider all of the possible meanings of each word in the title ✓ not use the word being defined in the definition ✓ understand all of the words in definition (may be determined through conversation with student) <p>Note: using a good dictionary will help with understanding the whole poem; check diction of poem for words with multiple meanings</p> <p>Sources used: http://oxforddictionaries.com http://dictionary.reference.com/</p>
<p>13.</p> <p>P-paraphrase (1 of 5): Put the poem, sentence-by-sentence, in your own words.</p> <p>It whispers outside her window at night, as she lingers between dreams that promise the future in another part of town, away from this world of broken locks and basement rooms.</p> <ul style="list-style-type: none"> Paraphrase – Some unnamed thing (money?) is making a quiet sound- maybe words- outside an unidentified woman or girl's window, at night, while she is asleep and in between dreams. The dreams are about a place somewhere in her own town where she does not live. She lives in a part of town where the locks on people's doors are broken and where there are rooms in the basements of buildings. 		<p>Note: the colour used on the header of the slide is consistent throughout the phase of analysis</p> <p>Paraphrase Look Fors:</p> <ul style="list-style-type: none"> ✓ Poem is chunked appropriately ✓ Pronoun references and modifiers are correctly attributed (or matched to the antecedent/ reference) ✓ Paraphrase uses different words but which are consistent with the meaning in the text <p>Chunking for “Money Talks” was done by stanza.</p>
<p>14.</p> <p>P-paraphrase continued (2 of 5):</p> <p>It chatters in her ear beneath the eaves of the mall, when she wanders the halls, her hands empty in her pockets or surfacing to take the whispering warmth of objects she'll never own.</p> <p>Paraphrase: The whispering sound talks rapidly or incessantly about trivial matters into the woman or girl's ear. The talking is overshadowed by the sounds heard when she walked aimlessly through a mall earlier. As she walked through the mall she had her hands in her pockets which had nothing in them. At least once, she took her hands out of her pockets and held things in the mall that will never be hers. When she held these objects they made her hands feel warm.</p>		
<p>15.</p>		

<p>P-paraphrase continued (3 of 5):</p> <p>It mutters in the voices of landlords and teachers and grocery store clerks, it reaches beneath her pride and bares her life and her mother's life and it tells them what to do.</p> <p>Paraphrase: The unnamed thing (money - implied) has a voice that is - or sounds like - the voices of the person who owns the places where she has lived, the people who have taught her in school, and the people who work in grocery stores she has been to. The thing is able to access things about her that are pushed down in her below her pride - her own life and her mother's life. The thing gives the woman or girl and her mother's life instructions or directions on their actions.</p>		
<p>16.</p> <p>P-paraphrase continued (4 of 5):</p> <p>It sneaks into her belly and growls until she has to laugh too long and too loud with her friends so they won't hear what it's saying about her.</p> <p>Paraphrase: The unnamed thing (money) is inside the woman or girl's belly and it growls so much that she tries to cover the thing's sound or voice by laughing; she does not want her friends to be able to hear the thing and judge her because of what it says about her.</p>		
<p>17.</p> <p>P-paraphrase continued (5 of 5):</p> <p>It yells orders at her and it takes anything it wants and she'll spend her whole life running toward it and hearing it break into laughter, just out of reach, just like her mother who sits today with her hands over her ears humming like crazy.</p> <p>Paraphrase: The unnamed thing (money) speaks in a loud authoritative voice; it takes things what it wants away from what we now know is a girl (because she still lives with her mother) and tells her that she will run toward the thing but never reach it in her life; she will hear the thing laughing and never hear it stop working. The thing can never be touched or grasped by the woman or girl; this is like her mother who sits with her hands over her ears while making a low, steady and continuous sound.</p>		
<p>18.</p> <p>C-connotation: looking for use of figurative language.</p> <p>Money is personified as some sort of predator which the character cannot touch or run from; it is both inside and outside the character:</p> <p>Personification:</p> <ul style="list-style-type: none"> • "It whispers outside her window/ at night" • "It chatters in her ear beneath/ the echoes of the mall" • "It mutters in the voices of landlords/ and teachers and grocery store clerks" • "It reaches beneath her pride and bares/ her life and her mother's life/ and it tells them what to do." • "It sneaks into her belly and growls" • "It yells orders at her" • "It takes anything it wants" 		<p>Look Fors:</p> <ul style="list-style-type: none"> ✓ most significant devices in the poem are identified ✓ examples of devices and their use are provided ✓ how the devices are used or work together is explained
<p>19.</p> <p>C-connotation: looking for use of figurative language.</p> <p>Appeals to sense of hearing:</p> <ul style="list-style-type: none"> • "It whispers" • "It chatters", "beneath echoes of the mall" • "It mutters" • "It growls" • "It yells orders" • "hearing it break/ into laughter" • "humming like crazy" <p>Appeals to the sense of hearing create a frightening atmosphere in the poem.</p>		
<p>20.</p> <p>C-connotation: looking for use of figurative language.</p> <p>Appeals to senses of touch, and sight reinforce the suggestion that the thing (money) is a predator and the frightening atmosphere in the poem:</p> <p>Appeals to sense of touch:</p> <ul style="list-style-type: none"> • "It reaches beneath her pride and bares/ her life" • "It sneaks into her belly" • "her hands/ empty in her pockets or surfacing/ to take the temporary warmth/ of objects she'll never own" • "just out of reach" <p>Appeals to sense of sight:</p> <ul style="list-style-type: none"> • "Outside her window/ at night" • "She/ wanders the halls" • "It sneaks into her belly" • "running toward it" • "her mother who sits today/ with her hands over her ears" 		
<p>21.</p>	<p>Perspective here refers to <i>How the reader's attention is</i></p>	

<p>A-attitude: Whose attitudes are being expressed in the poem?</p> <p>There are three main attitudes conveyed in the poem:</p> <ul style="list-style-type: none"> • The attitude of money towards the girl • The attitude of the girl towards money • The attitude of the girl towards other people 	<p>directed and controlled by the voice that's telling the story</p> <p>It incorporates Point of View:</p> <ul style="list-style-type: none"> ◦ First person – participant, observer, reporter ◦ Second person – placing the reader in the main character's position ◦ Third – omniscient, limited omniscient (i.e. fly on the wall), reporter <p>Some additional questions that could be considered:</p> <ul style="list-style-type: none"> -How reliable is this narrator? -How long ago did the events occur in relation to the telling of them? -Has the narrator/ perspective changed over the course of the story? -How distanced does the reader feel from the narrator and the action? -Does the voice change over the course of the story? -How does the narrative voice affect the other design elements? -What impact does the narrative voice have on the authors central idea? -What is the tone - speaker's attitude toward what is being described - created by the narrator? <p>Attitude Look Fors:</p> <ul style="list-style-type: none"> ✓ Identified the significant attitudes and perspectives which are stated or implied in the poem ✓ Provide evidence of the attitudes
<p>22.</p> <p>A- Attitude: What attitudes do these perspectives convey? What things are the attitudes about?</p> <p>The attitude of <u>money</u> towards <u>the girl</u> The attitude of the <u>girl</u> towards <u>money</u></p> <p>Most significant lines which reveal this are:</p> <p>"It yells orders at her and it takes anything it wants and she'll spend her whole life running toward it and hearing it break into laughter just out of reach"</p> <p>This suggests that the money sees the girl as a plaything to be haunted, teased and bossed around. It also suggests that the girl is intimidated or bullied by money but she still desires it and runs toward it and she feels she will never possess it.</p>	
<p>23.</p> <p>A- Attitude: What attitudes do these perspectives convey? What things are the attitudes about?</p> <p>The attitude of <u>girl</u> towards <u>other people</u></p> <p>Most significant lines which reveal this are:</p> <ul style="list-style-type: none"> • "It mutters in the voices of landlords/ and teachers and grocery store clerks" • "until she has to laugh too long/ and too loud with her friends/ so they won't hear what it's saying/ about her" • "just/out of reach, just/ like her mother who sits today/ with her hands over her ears/ humming like crazy" <p>This suggests that the girl thinks that people such as the landlords and her teacher talk about her and don't want her to know what they are saying. She thinks her friends are laughing at her and that her mother is unreachable and insane.</p>	
<p>24.</p>	<p>Shifts Look Fors:</p> <ul style="list-style-type: none"> ✓ All of the shifts in the poem identified ✓ The type of shift is classified (structure, perspective, setting, etc.) ✓ How the shifts contribute to the poem is explained

<p>S-shifts: Looking for shifts in tone, action, structure and perspective. How do these shifts affect the poem?</p> <p>Shifts that are evident in the poem:</p> <ul style="list-style-type: none">– Shift in the perspective/ vantage point from which money communicates to the girl– Shift in the tone / how money speaks to the girl– Shift from present to future	
<p>25.</p> <p>S-shifts: Shift in the perspective/ vantage point from which money communicates to the girl</p> <div><div><p>It whispers outside her window</p><p>From outside her room and above (poem implies she lives in a basement), but sounds like it is close by</p><p>It chatters in her ear beneath the echoes of the mall, when she</p><p>From right next to her, but still below</p><p>to take the temporary warmth of objects she'll never own.</p><p>It mutters in the voices of landlords and teachers and grocery store clerks;</p><p>From far away but comes dangerously close</p><p>and it tells them what to do.</p></div><div><p>It sneaks into her belly and grows</p><p>From inside her and loud enough for others to hear</p><p>about her</p><p>It yells orders at her and it takes anything it wants and she'll spend her whole life</p><p>From far away and yelling</p><p>into laughter, just out of reach, just like her mother who sits today with her hands over her ears humming like crazy</p></div></div>	<p>In “Money Talks” the money speak moves out and in and out and in...</p> <p>This is similar to the movement a person’s chest makes when they are breathing. The movement is also further away at first and gets closer, and then moves far away (maybe even further than at the start). If this is in imitation of breathing, it suggests an emotional rise and fall and rise again at the end (where the poem talks about what the future holds).</p>
<p>26.</p> <p>S-shifts: Shift in the tone / how money speaks to the girl</p> <div><div><p>It whispers outside her window at night, as she lingers between dreams that promise the future in another part of town, away from this world of broken locks and basement suites.</p><p>It chatters in her ear beneath the echoes of the mall, when she wanders the halls, her hands empty in her pockets or surfacing to take the temporary warmth of objects she'll never own.</p><p>It mutters in the voices of landlords and teachers and grocery store clerks; it teaches beneath her pride and bars her life and her mother's life and it tells them what to do.</p></div><div><p>It sneaks into her belly and grows until she has to laugh too long and too loud with her friends so they won't hear what it's saying about her.</p><p>It yells orders at her and it takes anything it wants and she'll spend her whole life running toward it and hearing it break into laughter, just out of reach, just like her mother who sits today with her hands over her ears humming like crazy.</p></div></div> <p>Money begins by whispering and speaking quietly in the first three stanzas. It gets louder in the fourth, and it is yelling at the girl in the last stanza</p>	
<p>27.</p> <p>S-shifts: Shift from present to future</p> <div><div><p>It whispers outside her window at night, as she lingers between dreams that promise the future in another part of town, away from this world of broken locks and basement suites.</p><p>It chatters in her ear beneath the echoes of the mall, when she wanders the halls, her hands empty in her pockets or surfacing to take the temporary warmth of objects she'll never own.</p><p>It mutters in the voices of landlords and teachers and grocery store clerks; it teaches beneath her pride and bars her life and her mother's life and it tells them what to do.</p></div><div><p>It sneaks into her belly and grows until she has to laugh too long and too loud with her friends so they won't hear what it's saying about her.</p><p>It yells orders at her and it takes anything it wants and she'll spend her whole life running toward it and hearing it break into laughter, just out of reach, just like her mother who sits today with her hands over her ears humming like crazy.</p></div></div> <p>Present</p> <p>Future</p>	<p>Red border represents present time; green border represents the future.</p>
<p>28.</p> <p>T-title: re-evaluate the title as it pertains to the poem</p> <p>The title “Money Talks” means that money is talking to the girl. It is talking to her even though she tries not to listen to it.</p>	<p>Title Look Fors</p> <p>✓ Accurately links title to the meaning conveyed in the poem</p>
<p>29.</p>	<p>This slide identifies each part of the theme statement</p>

<p>T-theme: What are the main subjects in the poem? What is the poet suggesting about these subjects (and how they relate to each other)? Why is this important?</p> <p>The poem "Money Talks" by Rhona McAdam suggests that people, specifically females, who grow up in a poor household will never be able to escape poverty because being poor causes them to feel inferior to other people and doubt their own abilities to have a better life.</p>		
<p>30.</p> <div data-bbox="97 394 446 655"> <p>T-theme: What are the main subjects in the poem? What is the poet suggesting about these subjects (and how they relate to each other)? Why is this important?</p> <p>The poem "Money Talks" by Rhona McAdam suggests that people, specifically females, who grow up in a poor household will never be able to escape poverty because being poor causes them to feel inferior to other people and doubt their own abilities to have a better life.</p>  </div>		<p>(Guideline) Theme statement consists of : writer's name, title of poem, subject(s)/ topic(s), an opinion (what the poem suggests about the subject(s) topic(s), and a "so what" (suggestion about why this is important).</p> <p>Theme Look Fors:</p> <p>Important subjects identified</p> <p>Theme statement includes the poet's name and title</p> <p>Theme statement includes a "so what" (why is this important)</p>